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ABSTRACT

Project Patrol is an experimental approach to pre-school education involving a parent training program, based on the techniques of behavior modification. This report includes the rationale, the analysis of main objectives, and the administrative organization of the project at the completion of its second year in operation. Project Patrol is based on three interrelated theories: (1) the concept of identification as a source of motivation in academic and behavioral pursuits, (2) the social identity of the group as providing a psychological support and framework for individual behavior modification, and (3) the development of groups (parents with like characteristics) according to the tone of the community rather than a forced plan. To help parents learn about child development, the various parent groups are asked to complete eight sessions in any two of the following areas: Learning Experiences, Self Concept, Social Skills, Developmental Environment, and Stimulation. While the main thrust of the project deals with curriculum for the participants, emphasis is also given to the building of cohesive groups through the token reward system. Objectives for the third operational year of Project Patrol, outlined in this report, include the evaluation of Patrol children in kindergarten and the consolidation of the project into a replicable model for use in other areas. (CS)

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PROJECT PATROL

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Evaluation

Second Operational Year

Proposal For Continuation Grant

Third Operational Year

COOPERATIVE EDUCATIONAL SERVICE AGENCY NO. 3
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AN ESEA TITLE III INNOVATIVE GRANT

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PATROL PARENT CODE OF BELIEFS

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We as parents working with Project PATROL and being interested in helping our children, believe:

That a child is the most important natural resource we have.

That we as parents can do much to help them become children who want to learn, think, and be pleased with themselves.

That the most important type of pre-school education is what we do with our children every day.

That by learning more about our children and how to work with them, we can insure that they will try to do their best in school and life.

INTRODUCTION

The initial proposal for Project Patrol provided a most unique and innovative approach to pre-school education--one where children would not be seen in programs, but where parents would be the vehicles for protecting the intrinsic motivation for their children.

A school without walls appeared as a mild concept in the face of this educational program where there would be no buildings, teachers, transportation or other items usually associated with schools--only the education of the pre-school child would remain. Experts from the University of Illinois said it would be difficult if not impossible to keep parents and that an attrition rate of 35-50% should be expected--Patrol's rate is 7%.

The community and group approaches have obtained parent support, the curriculum in the areas, tested and revised when needed are teaching, and parents report a better rapport with and understanding of their children. Patrol is well on its way of protecting intrinsic motivation in children--this third year will tell the story on actual levels of achievement of those children in school.

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II.

RATIONALE

RATIONALE

Project Patrol is based on three theories, that have been accepted by the majority of people who work with basic practical programs in child development, community dynamics or group work. While these theories have not been used in the sense in which Patrol is being operated, they have been accepted for use in other situations. The process of switching a theory from one practical use to another is an accepted method of substantiating a new program.

The first theory that is involved with Patrol is the concept of identification as a source of motivation in academic and behavioral pursuits. This states that a child, especially a pre-school child, will want to adopt behaviors and learn skills that he believes will make him more like the model. The model with the most effect on the child is the "significant other" in his life. This usually is his parent or in some cases may be a parent substitute. Events that reinforce or maintain this mastery of behaviors are cognitive evaluations by the child of a decreased discrepancy between his attributes and those of the model. The other factor that is involved in this theory, is the child's desire for competence and for self-growth, based on the assumption that all individuals strive to attain attributes and skills that they and others will interpret as signs of competence.

Naturally if the parent is aware of the levels of development of childhood, understanding when the child has attained certain attributes and skills and when he is ready to go on, they will be able to encourage and reinforce these signs of competence. The fact that they are the significant other will produce the greatest effect on the pre-school child

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in the form of increased motivation for learning. By the very fact that a parent is going to Patrol meetings, is attempting to learn about child development, and is accumulating information of a semi-academic nature, the child, through the tasks and assignments which are carried out by the parents at home, will begin to understand that the model is interested in learning. The parent is providing a behavioral schema of a motivational nature for the child.

The second theory is one of group dynamics. The group process tells us that a group does serve as a vehicle for producing change in attitudes which are strong and longer lasting. However, first the individual must perceive a change in terms of what will be approved by others. This change in situation is usually brought about by a new reference group. This group must be relevant, it must have meaning and some importance for the individual in order that he become a full group member and allow an attitude to change. The communication source must also have a high positive valence for full persuasive power. The person who has been selected for the "persuasive power" in Project Patrol is a peer rather than a professional--the parent initiator. The social identity of the group provides the individual with a psychological attachment and the social support will sustain his activity if it is reinforced. In this case it is reinforced with Patrol Dollars. The group support is also closely related to the motivation to take part in a functional group task, the meeting packs. Therefore, the concept then of recruiting parents with like characteristics into groups led by a parent initiator for change in attitude and consequently behavior is well supported.

The tasks which are performed by the group have to do with the increased receptivity of children and it is the functional aspect which ties and holds the group together. In turn, this too, is supported by the token system.

The third theory which is involved is that of community dynamics. If the situation (parents entering the groups) must be approved by others around them, then community information must be disseminated early and on a continuous basis. The development of groups according to a schedule which is set by the tone of the community rather than on a forced plan will aid in the maintenance of the group over time. The community approach also insures the creation of a total environment which will help young children in the area, and therefore, provide more models, more identification, and more support systems to them as they grow in the pre-school years, as they enter kindergarten and as they continue their education.

These theories have formed a sound basis for Patrol. The practical approaches which have been worked out as a result of the theories and of their findings in other situations are sound. The basic inputs of the theoretical approaches have not been changed. The main difference in Patrol versus the other situations where these theories have been tested is the combination of the three, into a pattern for pre-school education. It is therefore felt that if we have good community information sources, if we form groups through a parent initiator on a peer level with rewards to make the group attractive, then our main concern is to prove that a change in parental attitudes will aid children in increased motivation.

This system will then carry over to the school, and make their work show signs of motivation and creativity.

The theoretical base of the project is sound and has been tested in other situations. Preliminary indications show that it is working in Project Patrol.

III.

OBJECTIVE EVALUATION

Narrative (A)

GOAL

To Nourish, Preserve, and Rekindle achievement-motivation in pre-school children through having parents learn the process of normal development.

PROJECT OBJECTIVES

1. After completing eight (8) two-hour sessions of child development, and the Learning Experiences area of study, 75% of the parents in groups which select this objective will correctly develop five cognitive learning experiences, five affective learning experiences, and five psychomotor learning experiences. The parents will record the child's reaction to the experiences immediately and after a two week period. Each learning experience and the child's reaction will be subjectively reviewed and approved by the Patrol staff to determine if they are correct.

2. After completing eight (8) two-hour sessions in child development and the Self Concept area of study, 85% of the parents in groups which select this objective will correctly record five situations where they reinforce learning or receptivity on the part of the child, and five situations where a child shows a positive self concept. These recordings will be subjectively reviewed and approved by the Patrol staff to determine if they are correct.

3. After completing eight (8) two-hour sessions of child development and the Social Skills area of study, 75% of the parents in the groups which select this objective will correctly design five situations which will help their child function in either group situations with peers, group situations with adults, achieving sensitivity to others, or transferring relationships from home to other experiences. These designs will be subjectively reviewed and approved by the Patrol staff, to determine if they are correct.

4. After completing eight (8) two-hour sessions of child development and the Developmental Environment area of study, consisting of 9 units, 75% of the parents in groups which select this objective will correctly identify three manipulative devices with which their child can interact, will correctly isolate three stimuli from his environment, and will record the number of questions asked in a one hour period. The material recorded will be submitted to and subjectively reviewed and approved by the Patrol staff.

5. After completing eight (8) two-hour sessions of child development and the Stimulation area of study, consisting of 10 units, 75% of the parents in groups which select this objective will correctly develop three visual, three tactile, and three auditory stimuli and record their child's reaction to these stimuli over a two week period. The stimuli and reactions will be subjectively reviewed and approved by the Patrol staff.

6. After a twelve (12) hour unit of in-service techniques, creativity, and signs of achievement-motivation, kindergarten teachers in the project will demonstrate a knowledge of characteristics of motivated children, by developing an in-service program for other teachers in grades one through six, of at least one hour in length. The in-services will be submitted to and approved by the Patrol staff.

Narrative (A)

Objective #1. After completing eight (8) two-hour sessions of child development, and the Learning Experiences area of study, 75% of the parents in groups which select this objective will correctly develop five cognitive learning experiences, five affective learning experiences, and five psychomotor learning experiences. The parents will record the child's reaction to the experiences immediately and after a two week period. Each learning experience and the child's reaction will be subjectively reviewed and approved by the Patrol staff to determine if they are correct.

This objective was the first completed by a group. It consists of ten (10) meetings including the definition of learning experiences, the taxonomy of knowledge according to Bloom, and the designing of learning experiences for children. (See flow chart.)

The seven meetings in basic child development provide a starting point for the objective. A request to recall past experiences by the children leads to actual classifications of these experiences in the three areas of cognitive, affective and psychomotor.

The final home curriculum task is for parents to design five experiences in each area of knowledge, try them with their children, and exchange them with other members in the group. These activities were recorded by the parents on cards which stated whether or not the experience was planned, what area it was in, the goal, the planning, and the follow-up needed. The child's age and reaction were also recorded.

The activities ranged from going to a county fair to getting your hair cut at a beauty salon, to attempting to provide a concept of the term beauty.

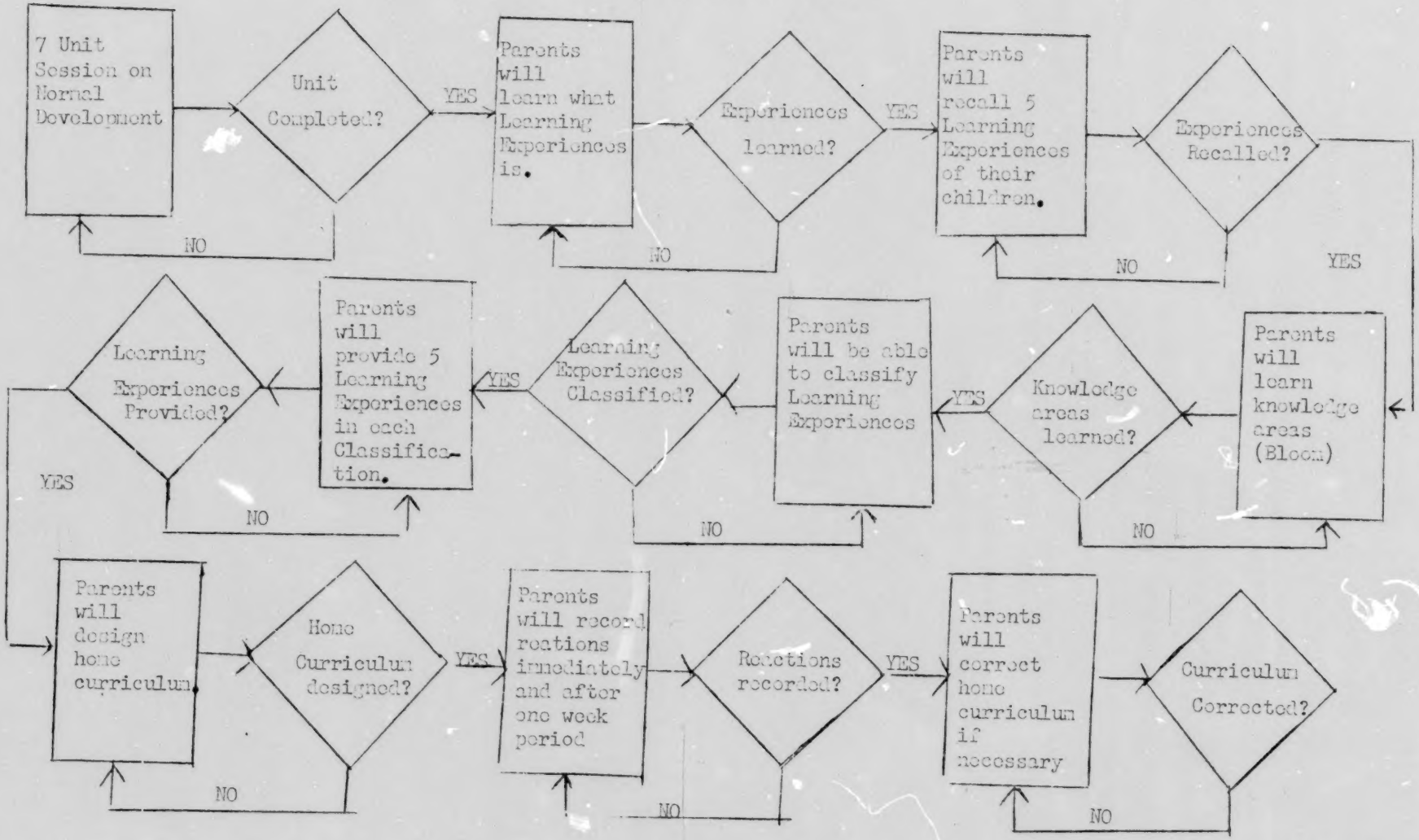
An analysis of the cards showed that all parents in the group successfully completed the objective. Each submitted the 15 experiences with proper classification. Many of the participants had problems deciding if an experience was in one area or another, eg., falling off a tricycle could be a psychomotor or affective experience.

Reports from the various meetings showed that the area of study was successful from the standpoint of enjoyment of the parents. No special additions were needed in the unit to provide other information on the subject. Cards were turned in on time and as stated, were reviewed by the staff. Four points were checked to determine validity---how the experience was classified, if it was followed properly, the child's reaction and the parents reaction.

On all areas the parents did well with 100% of them completing the total assignment. There was confusion on the part of approximately 40% of the cards as to classification, however, the staff found that these were in areas where a determination could be made either way.

The parents final reactions to the unit as shown by meeting reports and report analysis proves an understanding of the concepts of learning experiences and knowledge areas. No changes are planned for this curriculum unit in the coming year.

OBJECTIVE # 1 — LEARNING EXPERIENCES



Narrative (A)

Objective #2. After completing eight (8) two-hour sessions in child development and the Self Concept area of study, 85% of the parents in groups which select this objective will correctly record five situations where they reinforce learning or receptivity on the part of the child, and five situations where a child shows a positive self concept. These recordings will be subjectively reviewed and approved by the Patrol staff to determine if they are correct.

This objective has by far been the most popular with 13 groups having selected it first. At this time 7 have finished the area.

Included are nine (9) sessions leading from thoughts on what a self concept is to its importance for success in school and life and concluding with how parents can build a good self concept in their children. Attendance for groups during this area is average. 88.5% of the parents who have picked this objective has fulfilled the final requirements. An examination of their recorded results shows a strong understanding of both self-concept in a child and how they as parents can aid its development.

The final curriculum of the unit has the groups designing and carrying out a one month plan for developing self-concept in their children. Their measurement unit is a recording of four days positive self-concept demonstrations by the child at the beginning and end of the month.

Staff review of the recorded results is not in terms of number increase in self-concept demonstrations, but in the knowledge of the parents in recognizing self-concept and learning situations, eg., helping to put up screen windows, helping to prepare a meal, learning new words, etc.

In order to be correct, the plan must include at least three repeated situations in which the child shows a positive self-concept, who reacted to the child and how, and the child's reaction. In all cases where the parents finished the program their results had these inclusions, showing a good grasp of self-concept. There was little difference in the four day recording, pre and post.

Meeting reports during the unit showed the following concerns regarding the objective:

.... Do not feel people understand what they are doing for the one-month enhancement program. We need more information on how to set up goals, some examples perhaps are needed.

.... The group is more involved with "self" than children.

.... Word usage too difficult for some people. Can't understand content of meeting packs because of not understanding terms used.

These items are being developed into alternative packs for the groups and is an example of how meeting packs must be individualized for the various groups.

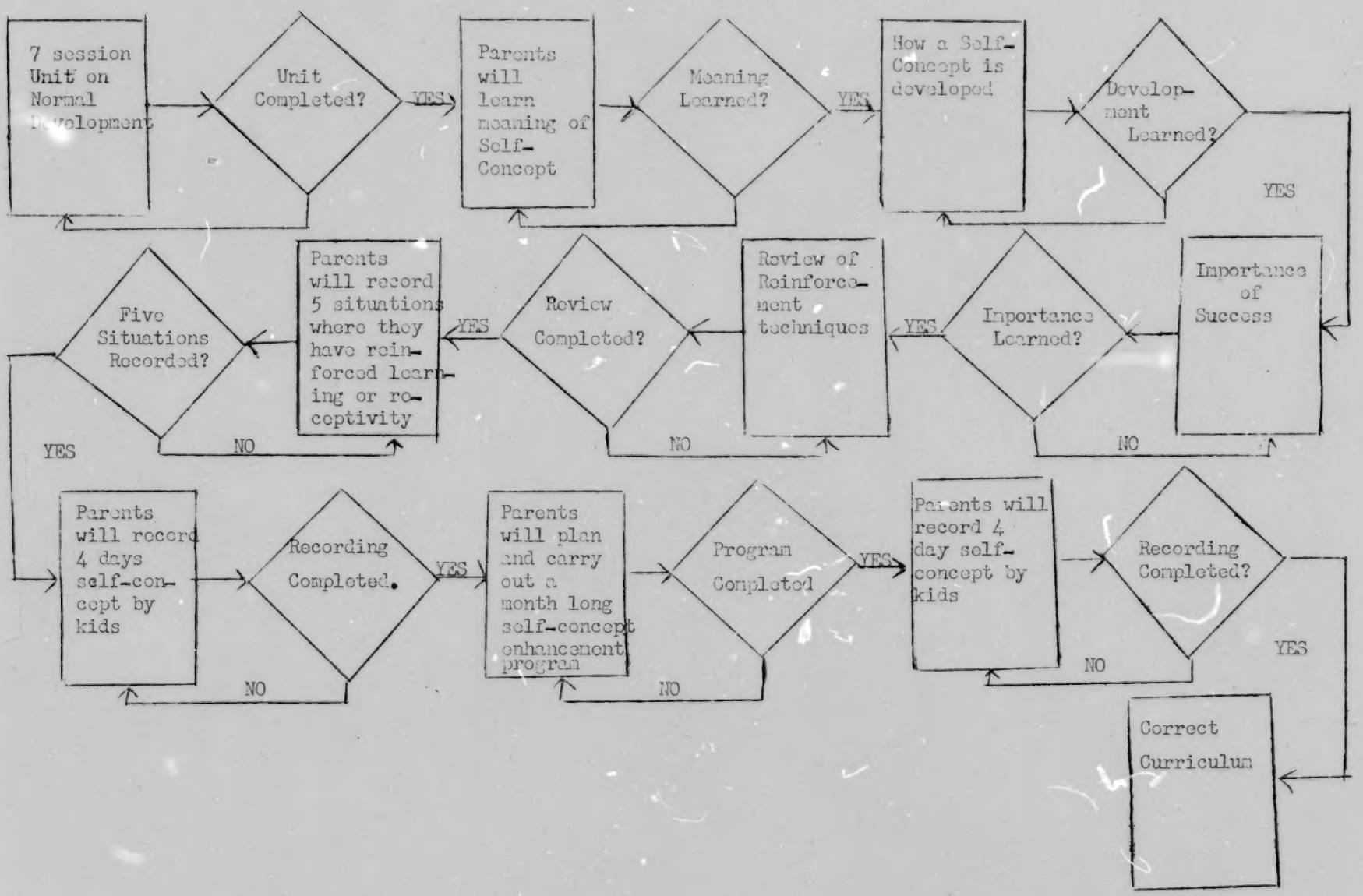
The 11.5% of the parents who did not complete the unit were from one group. Their initial session evolved into a discussion of whether "they should be studying self-concept as it related to Indian children or as it related to children in general." They did not resolve the issue and it provided concern throughout the unit. Although they completed tasks and assignments in all of the meeting packs, they decided not to do the final assignment and therefore did not complete the objective.

If this objective is chosen by another minority group which expresses the same concern, the initial packets will have to include a definition of

self-concept rather than allowing the parents to provide their own as is now planned. This will have people starting on the same basic ideas and while each parent must make the decision individually it will allow the group to function while this is accomplished.

The overall results both on objective analysis of reports by the staff and subjective evaluations by the parents shows that this area is complete and provides the proper understanding and attitude toward self-concept in children which is required.

OBJECTIVE # 2 — SELF-CONCEPT



Narrative (A)

Objective #3. After completing eight (8) two-hour sessions of child development and the Social Skills area of study, 75% of the parents in the groups which select this objective will correctly design five situations which will help their child function in either group situations with peers, group situations with adults, achieving sensitivity to others, or transferring relationships from home to other experiences. These designs will be subjectively reviewed and approved by the Patrol staff, to determine if they are correct.

The curriculum (meeting packs) in this area are designed to give the parents a good grasp of the importance of the child's social relationships, especially related to school needs, peers and adults. The meeting packs relate qualities needed for successful interaction with people, manners and approach-avoidance behavior.

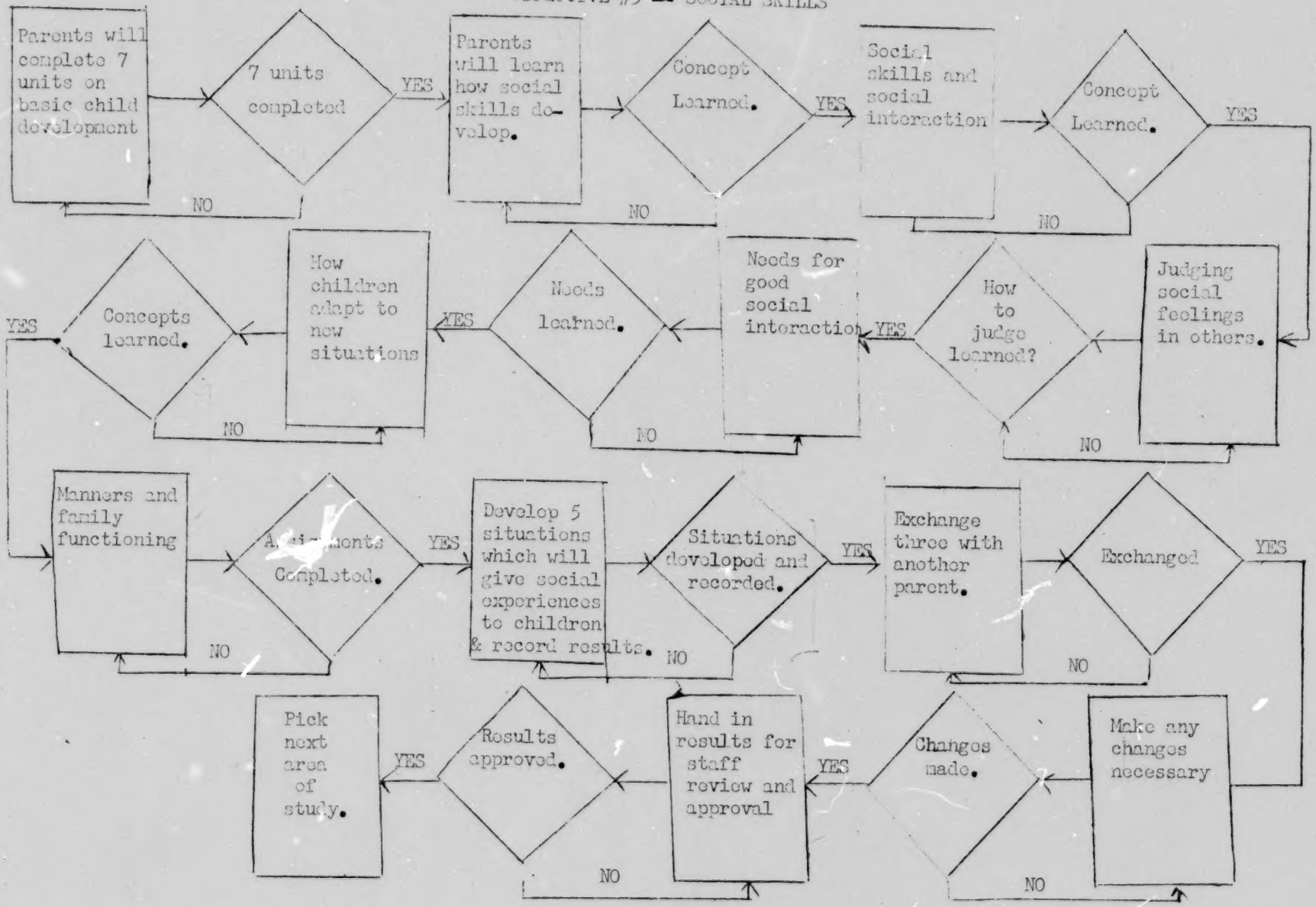
The final home curriculum task expects participants to design and carry out five (5) social situations to aid their child's functioning in these skill areas. The staff review looks for correct expectations by parents according to developmental level of the child (length of time expected to sit in church, reaction to strangers, differences from usual norm for the area, and mixture of adult and peer designs.)

The situations turned in by the parents who selected this area shows 100% achieved the goal. The records provide ideas in areas of visiting relatives, grocery stores, play groups, intra-family relationships, etc. Expectations according to age, adult versus peer and ideas outside of usual occurances were submitted.

The parents stated that in the group where children attended meetings,

relationships between adults and children were better. Meeting reports and final initiator discussion also pointed to better family functioning and an overall understanding of the area of social skills. No changes are planned in this unit, although individual questions by groups may add certain handouts or addendums.

OBJECTIVE #3 — SOCIAL SKILLS



Narrative (A)

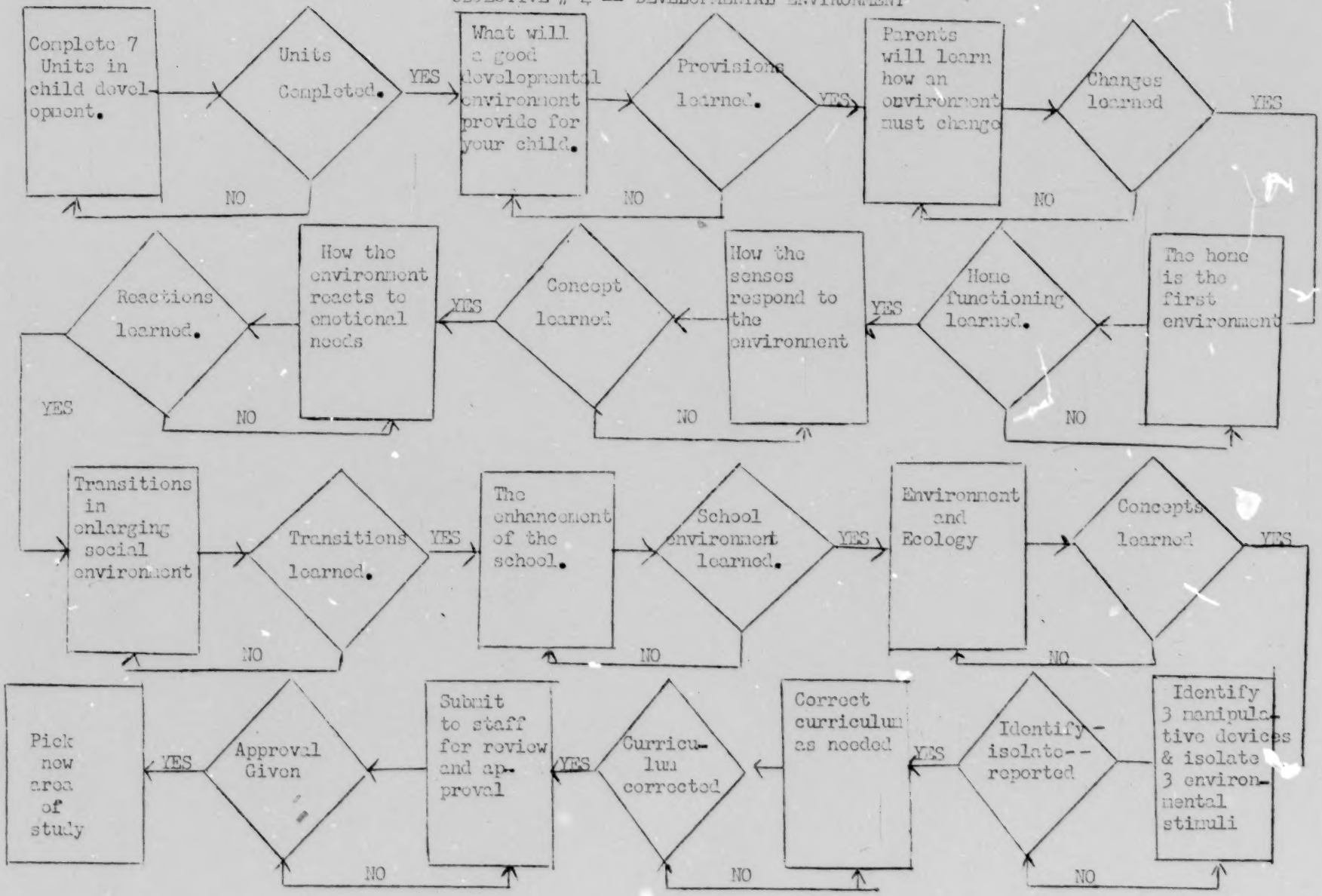
Objective #4. After completing eight (8) two-hour sessions of child development and the Developmental Environment area of study, consisting of 9 units, 75% of the parents in groups which select this objective will correctly identify three manipulative devices with which their child can interact, will correctly isolate three stimuli from his environment, and will record the number of questions asked in a one hour period. The material recorded will be submitted to and subjectively reviewed and approved by the Patrol staff.

This area is aimed at helping parents to be aware of their child's mental processes, providing the appropriate developmental environment and developing correct expectations. The group which has selected this area has the final home curriculum yet to complete. However, meeting reports and assignments received to date show proper identification of environmental concerns in the areas of house designing, thinking processes, and family emotional climates.

All parents in the group submitted correctly the isolation of three stimuli from their child's environment, eg., T.V., record players, pets, people, etc. The three manipulative devices which the parents must record should cause no problems as previous assignments in the area as stated above have been appropriate.

When the group has completed this area, their understanding of the child's interaction with his surroundings will be enhanced. Isolating stimuli and identifying manipulative devices correctly will show how the parents grasp the environs and the effect on the young child.

OBJECTIVE # 4 — DEVELOPMENTAL ENVIRONMENT



Narrative (A)

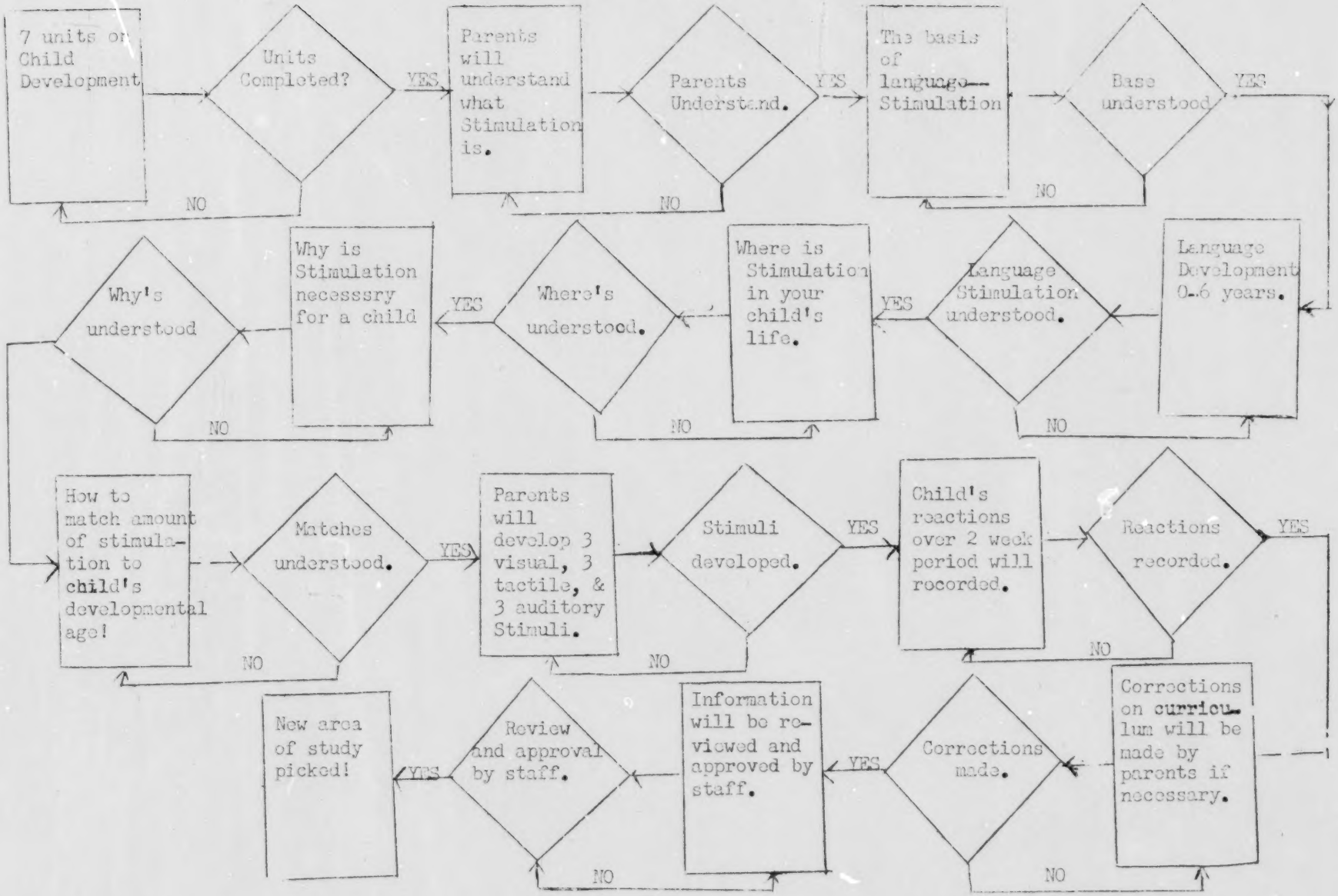
Objective #5. After completing eight (8) two-hour sessions of child development and the Stimulation area of study, consisting of 10 units, 75% of the parents in groups which select this objective will correctly develop three visual, three tactile, and three auditory stimuli and record their child's reaction to these stimuli over a two week period. The stimuli and reactions will be subjectively reviewed and approved by the Patrol staff.

This objective has not been selected by a group at this time. It will be started by one group on November 1, 1972.

The emphasis here is on language development with other areas of stimulation being added.

Final results will be determined in the third operational year.

OBJECTIVE # 5 — STIMULATION



Narrative (A)

Objective #6. After a twelve (12) hour unit of in-service techniques, creativity, and signs of achievement-motivation, kindergarten teachers in the project will demonstrate a knowledge of characteristics of motivated children, by developing an in-service program for other teachers in grades one through six, of at least one hour in length. The in-services will be submitted to and approved by the Patrol staff.

The kindergarten teachers are a vital part of Project Patrol. Their responses to children from Patrol parents will be most important. The initial response to the in-service conducted was excellent with 87.5% attendance.

All teachers who did not attend had valid reasons and will be inserviced individually. In May, 31% of the teachers had completed their inservice programs after review and approval of the Patrol staff. Others will be finishing theirs during the year with initial outlines received from all by November, 1972, with the giving of the inservice during the year as they see fit. A few will have their school district give the actual inservice with help from the Patrol staff and will have an input relationship rather than a direct teaching role.

The inservices completed (see example) were of high quality design and closely followed the Patrol format. Preliminary evaluation shows that they have knowledge of the characteristics of motivated children and have techniques to work with them in their classrooms.

Sample In-service:

CREATIVITY

Help Make the Design	Design Board to set the mood of the day.
Match-Up (Name tags with unusual shapes)	An exercise in likeness
Creativity is	Names and yells are fun--also set the mood.
*#@!!--	Puzzle, communications exercise
Setting the Stage	Goals, objectives, and procedures
Head Trip (Uses for a bar of soap)	A technique - brainstorming
All alone together (Perrigoson--a make believe word, write a paragraph on it)	You're the writer
Artists at Work 3 different media in a paper sack--use some of each in art creation.	Creativity at work
A Child's Business	Film- a technique - illustrative lecture
Wrap up	Summary with repeat of goals and ideas presented

Comments:

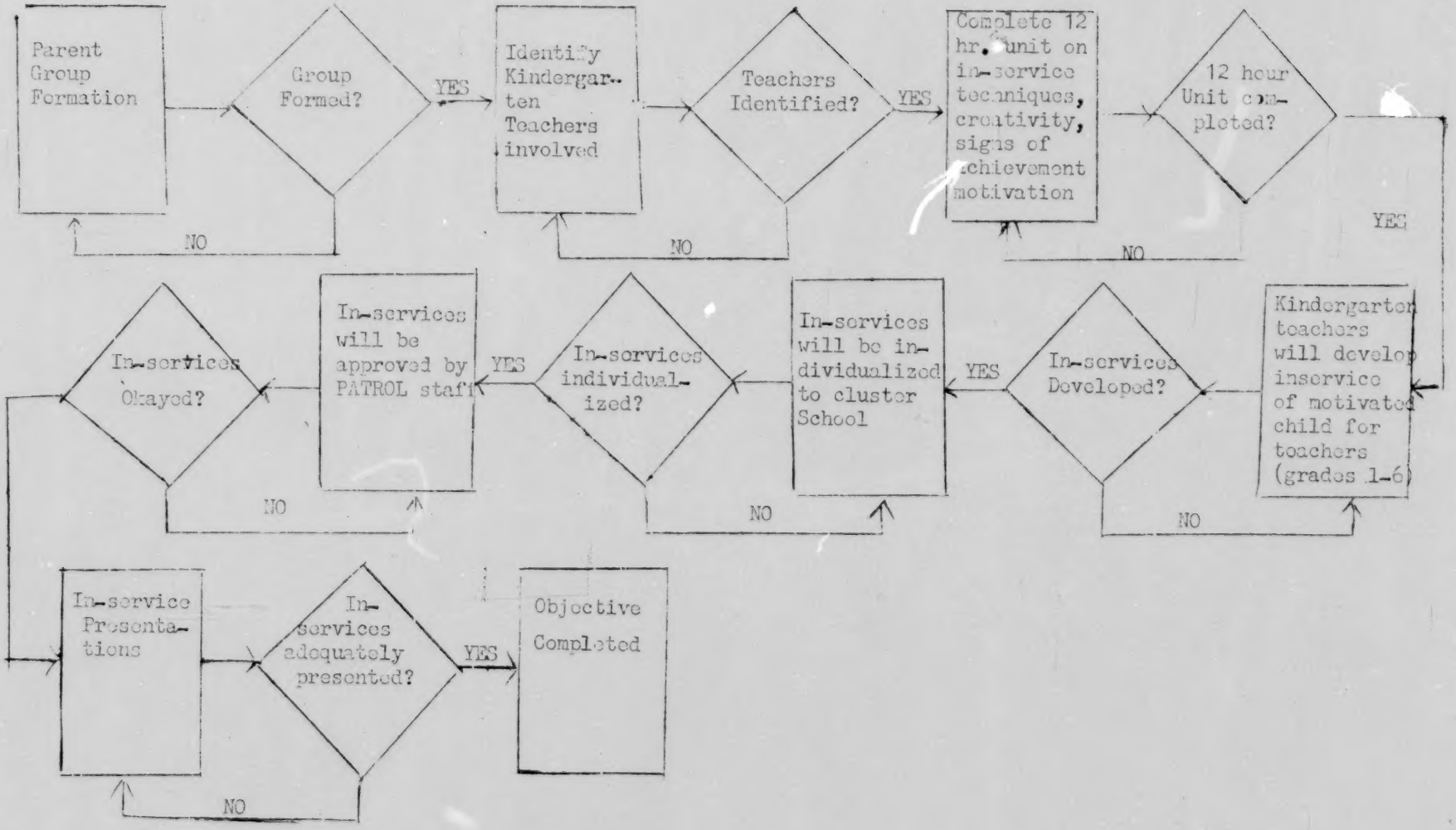
The A and B school teachers met at the B school, and they were a little hostile, at first, saying Project Patrol doesn't involve us.

The program went very well, and the teachers remarked--"its too bad that we don't have more in-services like that, this is the kind of in-service we should have in the fall, it was very worthwhile". We felt we had accomplished what we had set out to do.

Out of the inservices submitted for staff approval, the teachers showed that they understood the concepts of creativity and motivation by

blending these into the inservice plans, not only in the information, but in the techniques used. By using this kind of material and seeing the enjoyment teachers in the inservice, kindergarten teachers will understand the needs of children. In addition the work with project should allow continued interaction between parents and teachers.

OBJECTIVE #6 - KINDERGARTEN TEACHERS



Narrative (A)

Over-view of impact of objectives 1 through 5

The self-concept area of study has been the most popular, with social skills second. The groups have freedom in which areas they wish to begin. Awareness of self-concept and child development developed during the initial sessions of child development (7), although this is not stressed above the other areas, appears to be the main reason for this fact. The remaining areas are being selected on a more random base as second areas of study which is to be expected. The general reaction appears to be in the second area, "they are all important, we will take any one of them."

Stimulation to this point had not been selected. There did not seem to be a set reason. Although groups seemed to have a high interest in language and speech, and although this appeared most heavily in stimulation, it did not seem to carry the weight needed.

This area has now been changed to 75% language and speech from a probable 40% concentration. We are requesting a group to take this as a second area in order to evaluate it in our third year. This group has expressed the most interest in language development and should therefore be a good evaluation of its success.

In examining the groups which have taken the various areas, there does not seem to be a difference in their reactions if they have taken self-concept, social skills, learning experiences or developmental environment. This was expected by the project staff. It appears that the groups studying about one phase or another of their child's development function the same in the group setting.

In addition there is no similarity between groups which have selected one area of study. It appears to be an interest choice only.

At the completion of each area of study a booklet will be prepared from the meeting packs for the parents to keep as a summary of their work. Included will be examples of the individual groups work and assignments. Also at the end of the first and second area of study, the attitude scale first administered in Foundations 5 is repeated to determine changes which have occurred.

IV.

PATROL MODEL

Narrative (A)

THE PATROL CONCEPT

No building can be built without an adequate base and no information can be given to parents without a sound structure. While the main objectives deal with curriculum for the participants, a great part of the Patrol concept rests with the community approach and the building of groups. The starting point of the model, then, is to analyze the area in which the groups will form.

1) Community Analysis

A community can be either a self-contained town, village or city, a school district or county. Because Patrol is an educational program, the first step is to obtain information from the school personnel (superintendent, or kindergarten teacher) on where groups should be located, and more importantly where the first groups should be started to insure a spread to other parts of the community. This is determined by feelings of community or neighborhood in local areas, shopping patterns and friendship circles. This initial step is vital as groups attempted in incompatible areas will not succeed.

2) Initial list of community contacts.

While at school, the community specialist, parent trainer, or whomever is doing the information gathering should also ask for a list of:

a) contact people outside of the school professionals who know the community well, and

b) a list of possible initiators, the only qualification being that they have pre-school children. The one that they feel would be best should also be indicated.

3) Community awareness.

For at least two weeks, newspaper articles, radio and/or T.V. announcements should tell about child development needs, the Patrol concept and the fact that a group or groups will be starting. A mass mailing to each pre-school parent in the group area informs parents of particulars of the project. After this period community contacts are begun.

4) Selecting initiator candidates.

Each contact person on your list is interviewed, told about the program, goals and procedures and asked what people in the local area, who has pre-school children would make the best initiator. They are also asked to inidicate which person would be best.

As the questions are asked, names begin appearing more than once on the lists. As soon as the interviewer feels that they know which person is chosen by the area (because of the number of times the name is mentioned) they can set an appointment with the possible initiator.

This community contact step serves as an important dissemination strategy regarding the program and sets the local "grapevine" in motion. If there is no set determination or clear cut selection after 10-15 contacts, interviews with prospective initiators may be begun anyway, with the caution not to involve oneself in community frictions that can result from neighborhood feelings, religious or social problems, or occupational concerns.

5) Selecting the initiator.

Patrol has identified the following characteristics as important in the initiator:

INITIATOR CHARACTERISTICS

Communication = ability to conduct a meeting before her group-telephone procedures-rebutal techniques.

Discussion Techniques = manner in which the initiator encourages discussion within the group members.

Delegate Responsibilities = ability to recruit group members to fulfill program series such as conducting meeting, acting as a hostess, having the meeting in her home, etc.

Organization = degree of organization displayed by the initiator--such as record keeping, conducting the meeting.

Parental Interest = degree of interest by the initiator concerning a common parental attitude within the group and overall interest of the program information.

Friendliness = congenial atmosphere on a group and/or individual basis.

Leadership Ability = initiators ability to guide her group in discussion, decision making.

Creative Ideas = number of concepts used by the initiator to help her in her role such as record keeping devices, interesting tasks for the group to do on an individual basis, ideas to do with children and/or adult groups.

Ability to Learn = initiators grasp of Patrol information--both child development and group dynamics--and carry over of the information to family and group.

One begins at the top of the list (the person mentioned most) and talks to him about the program, making a subjective appraisal of his or her match with the characteristics. If the person fits the description, the job is to recruit her to become an initiator--the amount of time it will take, the fact that she can select a co-initiator, how the information is arranged, the Learn and Earn book, and the training program. In 92% of the cases the person selected was recruited. In the other 8%, a second or third selection was used. The initiator signs an Initiator agreement form which states the goal for number of members in her group and outlines her working area..

At this time out of 32 groups, one is led by a father, two by couples and the rest by mothers. A welcome letter by the parent trainer followed by a letter by the project director completes the recruitment process.

6) Training, recruiting and meeting.

The above listed steps are done simultaneously and will therefore be discussed together.

The initiator usually has a substantial list of people who she can contact to be members. Her own information can be augmented by the school census for that locality. A mailing list is formed and the people are sent information on the initiators name, Patrol concept and how to join. The initiator, meanwhile is being trained in the initiator's role, how to recruit members, staff liaison and feedback, and leadership methods. It is most important that the parent trainer make friends with initiator, her spouse and family. The relationship must be more than staff-initiator, it must be a friendship to have it endure.

Other information given in the first training session includes how Patrol began and research behind it, how meetings work, who develops the information, the Learn and Earn book, and staff responsibilities. A first meeting date is set when people are invited to hear an explanation of the program and discuss joining the project. This is run by a Patrol staff member.

7) Building the group.

Between each of the first three meetings it is necessary that a contact be made with the initiator to give her the first seven meetings to encourage and help her with problems and discuss the information to be presented. One of the meetings should be held at the home office. Concepts of flexibility, originality and individuality in the meetings must

be stressed to allow the initiator to meet the group needs. A telephone call the day after the meeting will insure a feeling that the staff is concerned about the group's progress.

The group will build as members invite guests, the grapevine spreads the word and the initiator recruits new people. As few as three members can start a group and build from there. As discussions with the initiator are held, at least on a monthly basis and meeting reports are reviewed, the staff member must check the following characteristics to determine good group functioning. If one or more areas are lacking appropriate action should be taken.

SUCCESSFUL GROUP	CHARACTERISTICS
Attendance	Group average per meeting--75-80%.
Number of Tokens Earned	Group average per meeting for child rearing--15 Tokens.
Inter-communication	Communication between the group members between the meetings--Evaluated by verbal communication with staff.
Frequency of meetings	Two (2) times per month.
Staff Feedback	Four (4) times a month. Contacts made by staff--feedback from assignments--contacts made by group members to staff.
Atmosphere--Common parent feeling	Congenial atmosphere within group at parent meetings--the togetherness feeling of parents on a common ground--Evaluated by staff attendance at meetings and by initiator contact.
Carry-over of ideas	Transfer of ideas from the meeting to the home in a learning experience--Evaluated by assignment check.
Projects	One (1) project per parent per meeting. Projects made individually or in groups for, with, or about pre-school children--Evaluated by staff.

Number of extra articles, or book reports	Two (2) per meeting. Newspaper, magazine articles, or books brought in for a high interest level by the individuals in the group--Evaluated by initiator and token report form.
Amount of group involvement	The level of group participation in discussions, assignments, and tasks would be for each parent, approximately five (5) contributions per meeting--Evaluated by initiator.
Visits to Child Motivation Central	Two (2) per month per group. Visits on an individual basis or group for meetings and/or shopping--Evaluated by staff.
Sharing Responsibilities	Inidividual involvement on the basis of acting as a hostess at a group meeting at your house--Evaluated by meeting report forms.

The most important concept is group building which provides the entire base for the parents learning the necessary information is the initiator training system. Information she receives on goals, proceduros (forms, reward system, and conducting meetings), how to present the material, and allowing other parents to make up their own minds on the value of the material to their family will build her group into the tightly woven unit needed to change attitudes. (See time line check list.)

3) Basic 7 meeting packs.

The first seven meetings form the base in child development which is needed before parents can select one of the areas of study (see main objectives). These concepts after the fire-up or initial meeting include:

The importance of being little

Lollipop logic

Uniqueness of children

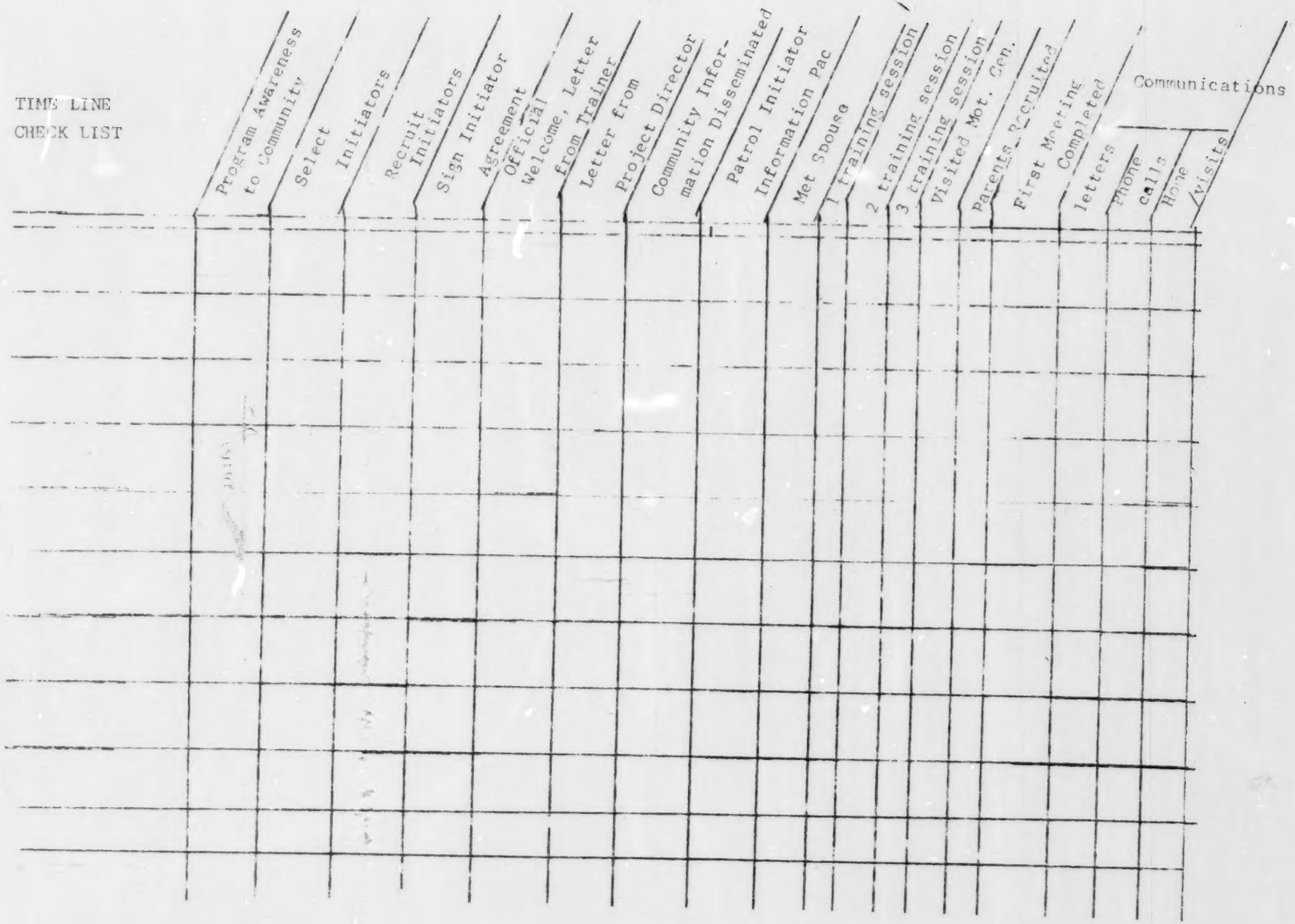
Commonalities of children

The importance of play (administer first attitude scale)

Language

Family development

TIME LINE
CHECK LIST



During these seven meetings, meeting reports and discussions with initiators should be watched closely to determine group effectiveness and whether the information is meeting the individual group needs. If it is not, alternate packs or special meetings can help the situation.

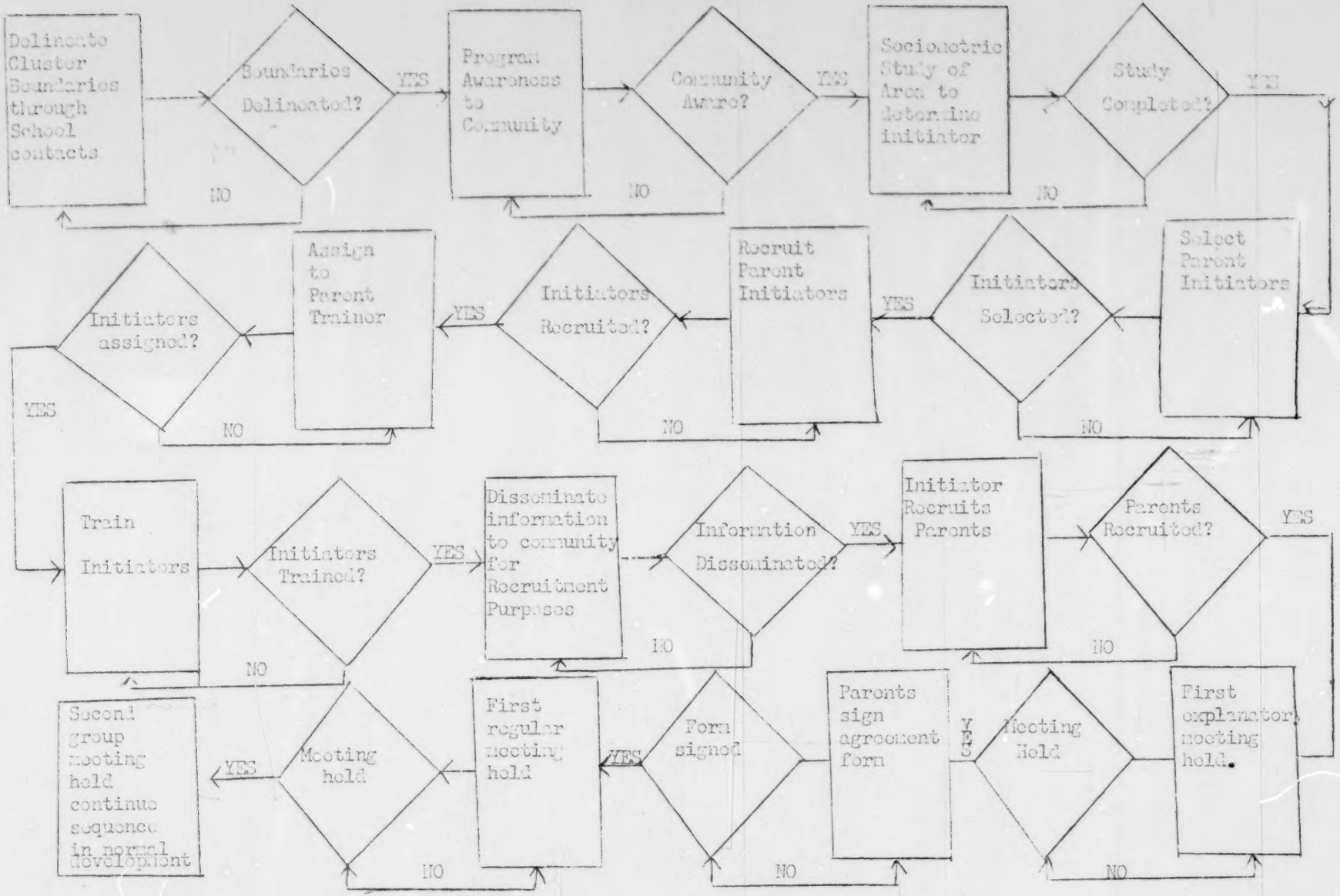
At the eighth meeting, a staff member must be present to hand out certificates of achievement for completing the objectives and for explaining the areas of study. A special meeting for socialization or a "Dad's Night" should also be held around this time as a break period.

9) Continued community dissemination and special events.

Two special items--radio tapes and newspaper articles seem to aid the group functioning. While they are not a pre-requisite for success, they do seem to have an effect on Patrol members concept of themselves as important to their children. If possible, they should be carried at least twice per month in the newspaper and weekly or more on the radio.

Special events such as open houses near holidays, special displays or meetings of all Patrol members also aid group feelings and strengthen attitudes. These items are fun times and groups should be encouraged to aid in the planning and implementation of the programs.

PARENT GROUP FORMATION



Narrative (A)

REWARD SCALE ANALYSIS

One of the unique concepts of Patrol is the reward system instituted as a method of making the group attractive, of allowing parents to "earn" rather than be "given" something and insuring that each child has sound developmental materials in his pre-school years.

The system has followed classic examples of 1) shaping non-existant behaviors, 2) strengthening weak behaviors and 3) maintaining those once established.

In initial sessions an examination of the foundations reward sheet shows a heavy emphasis on all areas since all behaviors are new to the members, especially attending Patrol meetings and recruiting other members into the group. Values are placed on the items according to difficulties the parents have ininitially accomplishing them, e.g., mother and father signing, recruiting a member and conducting meetings, other than the initiators have higher totals.

As the members move into the first area of study, certain items, becoming an initiator, i.e., starting their own group and mother and father both signing remain high as these still need shaping.

The recruiting aspect is high for only the first two meetings and is then lowered, as it is difficult for the group to help a new member to catch up in an area of study. Summary sheets of all past meetings are provided, however, if they so desire. Hostessing a meeting, news articles and making toys and books are now on a strengthening schedule as most groups begin this activity in foundations.

Attendance rewards are switched from individual to a group basis in the first area of study. This strengthens the group process and encourages individuals to help each other. If one examines the rationale, it can easily be seen that the group process is the key to the program. Individuals doing tasks by themselves, with or without their children has been attempted numerous times and has not succeeded. The attitude change can come about most effectively by strong group feelings.

In the second area of study the token amounts are slightly reduced in all areas other than group attendance. This second area is totally on a strengthening schedule with all desired behaviors now shaped. An additional item which was begun in the first area is here continued and strengthened--the tokens handled by the initiators as she feels the needs. Her instructions are to give these to people who are doing an exceptional job or who need a "boost" in a certain area.

Also, tokens for tasks and assignments are given by a random method. At times the parents are told what the assignment is worth, and at others they are not told until after it is completed. This is the beginning of the maintenance schedule which will be carried into the third area of study. Actual amounts can be fluctuated in any manner, but one cannot continue giving low amounts for assignments without an occassional bonus to pique interest.

The third area begins the maintenance schedule which should be carried on for the remaining three areas.

Here we add the attendance-task schedule to the list of intermittent reinforcements. All other areas are reduced. A difficulty which may

arise at this time is complacency after having worked in the group for 1½ years. This will be offset by special contest for parents (designing a toy, family of the year, etc.)

If we remember that there are two reasons for the reward system--1) parent-child responses, and 2) helping the children with sound developmental materials at the same time, the strategy is obvious.

The initiator reward system follows the same pattern of shaping, strengthening, and maintaining. Initial rewards for reaching goals, recruiting and starting a group are high in foundations and the first area of study. In the second and third areas, maintaining membership and attendance over three month periods are important. Attendance and meetings are reduced to a sustaining level.

Because there is little information on normal adult reward systems, this has been a trial and error approach. Both the success of joining parents in groups and the low attrition rate which has not been accomplished in other projects shows that a reward system is important and will work. Minor changes have been made in token amounts and for what they are given. One major intervention was made after the staff determined that toys and special projects were being done without the child. Each parent was required to make the toy with the child, recording the aims of the toy and the age of the child, and the child's reaction immediately and after a two week period. This adequately solved the problem and is the method most used for obtaining tokens.

A final determination of the maintenance schedule will be made when two groups have completed the third area of study. A preliminary evaluation appears to show that the schedules as listed will be sufficient

to maintain group cohesiveness.

Although token earnings vary from group to group, it appears that the average needed for a family will be in the 20-30 dollar range for a year. The amount begins higher as new behaviors are shaped and decreases to the maintenance level in the third area of study. The more a parent works with his children the more tokens are received. The meeting schedules are set so increased tokens are not earned as a result of attendance, but only by doing things which benefit the child directly or indirectly through group support. (See appendix - reward sheets.)

Narrative (A)

ATTITUDE SCALE ANALYSIS

The attitude scale used to measure parental changes consists of 68 multiple choice questions in attitude and the determination of correctness was done by a three judge panel consisting of a special educator, a social worker and a psychologist. Two questions from the original 70 were discarded because of lack of agreement. These answers will be compared to parent norms as more sets are completed to determine final answers. With the limited information available at this time, there does not seem to be a pattern in any of the questions which would point to a need for an answer change. All three of the groups being compared chose Self Concept as their first area of study.

Close analysis of those cards returned shows an average of 25% change in answers ranging from 16.1% to 34.4%. Naturally those individuals with the most correct answers on the first set had the least amount of change. Group changes from incorrect to correct ranged from 2.1% to 6.4% on the attitude scale to 2.4 to 9.6% on the cognitive scale. Overall the cognitive scale shows the greatest increase in correct answers which was the expectation.

Also shown is the fact that A and D answers (strong approval and strong disapproval) have the most correct answers with the incorrects being between B and C which are mild approval and disapproval categories on the attitude scale.

In a single comparison of wrong to right changes we find an overall average of 14%. A summary look at the material from this minimum of groups indicates that there is strong learning on the cognitive scale

especially for those individuals which have scored low on the first set. The attitude scale shows no one with a score of below 50% with group averages at 64% of correct answers. This appears to be an acceptable rate after the first area of study and by using only a judge determination of attitude correctness. As more cards are completed on the second set a comparison will be scheduled showing the ratings on the parent norms. The cognitive scale including mainly vocabulary questions is 94% correct after the area of study showing the input is being received and returned.

Narrative (A)

ATTRITION RATE ANALYSIS

During the two years of the project, 24 people have dropped from groups , or a rate of 7%. Reasons for leaving include simple lack of interest, working at times meetings are held, transportation, and personal problems such as divorce. Attendance during the past year, actual and excused averaged 83.5% of all members. The rate is determined after a member has signed a parent agreement form and then has three unexcused absences.

Other members no longer in the group have legitimate reasons, ranging from ineligibility to moving out of the area. If a member moves to another district where the project is operating, she has always rejoined the program.

Narrative (A)

MODEL SUMMARY

From analyzing the information of this typical group, it appears that needed to begin a group are people with the following skills: community analysis, parent trainer, child development, and language development. Other consultants may be needed to fill in for special meetings or for special information requests. Recruiting and training should prepare people to achieve these skills. The following is a breakdown of personnel positions.

0-40 groups	1 Parent Trainer
Each additional 10 groups	.25 Parent Trainer
0-20 groups	.50 Child Development Specialist
Each additional 10 groups	.25 Child Development Specialist
0-20 groups	.20 Language Development Specialist
Each additional 10 groups	.10 Language Development Specialist
0-30 groups	1 Secretary

In this analysis, it is assumed that the parent trainer would have background or receive training in community analysis. Actually, this stage is most important previous to the starting of the groups and needs only occasional work during the program to determine changes, need for new groups and public information requirements.

In addition to the staff, other requirements include supplies of paper, Learn & Earn Books, postage, tapes and films for the meetings. A special library of child development materials is required if there

is not one available to the school. The pre-school educational materials and toys are vital and will be a major resource requirement.

The concept appears to work for any individual or group from low socio-economic status to high. The only problem area which has been defined is the college graduate with a degree in education and additional training. This type of person may have had most of the material presented in Patrol in the training program. Although some of the best members of groups are in this category this seems to be an area of concern when organizing a group made up solely of this type of person.

Narrative (B)

SUCCESS AND FAILURES

Based on evaluations of main objectives we find that of three (relating to learning experiences, self-concept, and social skills) which have been completed in this second year, all have met or exceeded their objective statements.

In the three which are yet in process, developmental environment, stimulation and the kindergarten teachers, progress is according to plan in all but stimulation which has not been completed. It will be finished by spring, 1973.

The time schedule on these objectives is not accurate as originally planned because the Patrol staff assumed that there would be equal selection of the various areas of study by the groups. This did not occur as self-concept was heavily favored for the first area chosen.

In other objectives we find that there are presently 34 groups operating instead of the 40 stated in the proposal. It was decided in cooperation with the Department of Public Instruction, Title III midway during the year that more groups were not needed to prove the model for Patrol of forming groups and having them begin meetings. This particular objective could still be on a local level if school districts desire.

Another modification occurred in objective Number 2--that 626 parents would be involved in the groups. Naturally the intervention which lowered the number of groups reduced the amount of parents. However, this does not explain the entire difference. At this point we have had approximately 363 parents involved in Patrol with 263 at the beginning of summer. (The difference shows a small attrition rate with the remainder due to those

who are no longer eligible.) In fall there is an increase of 81 members with an overall total of 444 members. Again due to the intervention, little recruiting other than providing information was done during the summer.

However, the group average is also lower than the estimate. The small intimate group of around 8-12 people seems to be most conducive to group functioning. While a few of the groups are higher, the majority are in this range. In addition, starting groups in small, rural areas cuts down the number of possible participants. The number of parents now involved is adequate to show the processes involved, but does not allow testing of the possible scope of the project.

The Association for Young Children has a board set and has set its purpose and name to reflect both parents and children -- The Association for Parents and Children. This association will insure the continuation of Patrol concepts in the area for post-Patrol age children and parents. By-laws will be finalized in the fall meetings.

The attrition rate of the groups is presently at 7%, well below the 20% goal. This is probably the overwhelming success of the project. Original estimations given to Project Patrol planners was that attrition would range from 30-50% over a year period. In the second operational year the 7% rate shows that the aspects of the program are successful in order to hold group members.

The reinforcement system has also been successful. The system changes for each area of study as planned and is successful through the first two areas of study. (See typical group and reward analysis.) Materials purchased by parents usually are according to individual or family developmental schedules as noted in the Learn and Earn Book.

The final objective of media participation through newspapers and radio has been achieved to a 60% level with three newspapers and two radio stations carrying the information. The remaining two radio stations and one newspaper are in the periphery of the participating districts and therefore have less motivation to carry the child development information.

In addition, they cite technical difficulties in the tapes which are provided and in the articles as reasons for not running the material. They have stated that if the information is reworked they will review their feelings and possibly reconsider their decisions.

Narrative (C)

The third operational year will basically be used to finalize the concept of Patrol and evaluate children in the project. Modifications will be involved in number of groups, number of members, the stimulation area of study and in staff time and responsibilities.

The group number is now at 34. With continued recruiting by the Patrol staff this number could reach the three year goal of 50, as originally set in the project. However, a midyear intervention (as reported in the previous section) showed that reaching 50 groups would add little extra knowledge to the project and that the number at present was sufficient in the demonstration of the success of the staff and parent recruiting aspect.

The modification is to cease staff recruiting but to allow natural expansion to a total of 40 groups or an average of one more group per district. This will allow community interest to continue which is reaching peaks in some areas and not cut off group formation completely. At the same time it will allow cost to remain lower as this is a reduction of 10 from the original goal. This modification will also allow the project staff to determine the interest level on a continuing basis without staff intervention on a group recruiting level in the communities.

The number of parents per group will also be modified to an average of 10 per group. This is down approximately 5 from last year. This will allow the groups to function with the amount of members they desire without pressure to build their groups from the Patrol staff. It will affect the project model as a recuriting drive in the first year (September) and another in spring of the second year (April),both proved that a concerted effort can pick up 25-40 new members.

A schedule of four times a year would produce approximately 120 new members. This is adequate for insuring group size in the future and therefore does not need more demonstration during the project.

In the recruitment systems, the plan originally intended is being followed with rewards changing in both amount and reason for earning from the foundations through the third area of study. (See reward analysis) while this is not really a modification, there is a change which should be noted--that a maintenance schedule is now set which the staff feels should be adequate to continue the groups effectively. During the third year, groups entering this area will be evaluated to determine change in attendance, tokens earned and reason, tasks and assignments completed.

In the final year, it will be important that the staff make contacts with school administrators and boards to obtain continuing support for the program. Although efforts in the past have let school personnel know of program format, during the final year, a concerted effort will be made by staff members to contact district administrators and boards to request continued operation.

Another minor change in the process is to request that a group choose the area of stimulation. In the past, all groups have been allowed to freely select the area they wish. This has been successful and parents appear to enjoy the choice. However in order to evaluate this final objective, one group will be needed. This group has been carefully selected by the staff according to interest level in language, cooperation and expected response. It should cause no problems and allow evaluation of this final objective.

By reviewing the Patrol model (Narrative A) one can see the recommendations as to staff needs for the various number of groups. Dur[illegible] the third

year, staff will include one Parent Trainer, 3/5 Child Development Specialist, 3/10 Community Dynamics Specialist, 1/5 Language Development Specialist, and 1/2 Project Director. The Project Director and Community Dynamics Specialist will aid the Child Development Specialist in handling group meetings, task and assignment review. The majority of this staff time will be spent in third year evaluation processes. This staff realignment will allow evaluation of personnel needed to run the program. It is expected that this professional staff will be adequate to continue the program.

Narrative (D)

In reviewing the almost two years that the program has been in operation we find that Patrol can act as a preventative system by working with parents early to enable them to help children.

A need which as developed, however, is pre-school programs where parents need these services either for Day Care or Nursery approach. While the staff cannot aid in the actual development of the program, Patrol personnel, when requested by Patrol parents from the six project districts provide information on beginning development of a program and will aid parents in obtaining information and contacts with proper state licensing and supervisory personnel.

V.

THIRD YEAR OBJECTIVES AND PROCEDURES

Narrative (E) & (F)

Third Year Objectives, Activities, and Evaluation

A. By May 1, 1973, the project staff will have completed handbooks in each area of study which will be distributed to Patrol groups who have completed that area. These handbooks will contain both general information on the area and material and examples specific to the group. When they are received by the group a note to that effect will be made on the group folder.

Process Objectives.

1)

a) By January 1, 1973 the child development specialist will have completed the general information section of the Learning Experiences area of study.

b) By January 1, the child development specialist will have the general information section completed in the Self Concept area of study.

c) By February 1, the child development specialist will have the general information section completed for the Social Skills area of study.

d) By April 1, the child development specialist will have the general information section completed for the Developmental Environment area of study.

e) By May 1, the child development specialist will have the general information section completed for the Stimulation area of study.

2) Within one month after the date listed for the objectives, and after a group completes the area of study, the parent trainer and child development specialist will insert specific group materials into the handbook and get them to the parents.

Evaluation.

The group completion date is noted on the group folder. The date of delivery of the handbooks will also be noted on the folder. All material submitted by the child development specialist will approved by the project director.

B. By June 1, 1973, 50% of the Patrol children in kindergarten will be evaluated by the Patrol staff for achievement-motivation level and compared to a 10% sample of other children in the kindergarten class and to a 10% sample of children in a kindergarten class in a similar school district. A mean of the Patrol children will be equal or above the control group in a scale developed by the staff and consisting of teacher reports and observation scale.

Process Objectives.

#1. By December 1, a form will be developed by the community dynamics specialist and approved by the remainder of the staff.

#2. By January 1, 1973, the sample of Patrol children, children in the same calss and children in similar school districts will be selected.

#3. By May 1, all evaluations will be completed by Patrol staff and submitted to the project director.

Evaluation.

By comparing the teacher report subsections and the observation subsections as well as the overall scores, children of Patrol parents on the average can be rated on various charactertistics to determine their comparative rating to other children.

C. By March 1, 1973, the project staff will have completed the Stimulation area of study. It will give the parents the information needed to develop 3 visual, three tactile and three auditory stimulations for their children.

Process Objectives.

#1. By November 15, 1972, the plan and introductory meeting pack will be completed by the Child Development Specialist.

#2. By February 15, 1973, the Language Development Specialist will have completed 6 meeting packs on language and developmental stages.

#3. By April 1, 1973, the Child Development Specialist will have completed the final 3 meeting packs on visual, tactile, and auditory stimulation.

Evaluation.

These meeting packs will be filed with the project director in a separate notebook.

D. By January 1, 1973, the Patrol staff will have completed the Developmental Environment area of study, and met the objectives which will provide materials to allow 75% of the parents who complete this area to identify three environmental stimuli and isolate three manipulative devices.

Process Objectives.

#1. By December 1, 1972, the Child Development Specialist will have completed 60% of the area.

#2. By February 1, the Child Development Specialist will complete all meeting packs Develpmental Environment area of study.

Evaluation.

The techniques used to evaluate this objective are to file the meeting packs with the project director in a separate notebook.

E. By April 1, 1973, all kindergarten teachers will have submitted, had approved by the project director, and recorded in their personal folder the fact that they have completed their inservice plans. A date for giving their inservice will also be recorded.

Process Objective.

#1. By February 1, 1973, all kindergarten teachers will have been contacted individually or in small groups by the Community Dynamics Specialist to develop the final formats of their inservice program. All forms will be placed on file with the project director by April 1, 1973.

Evaluation.

Inservice plans will be examined to determine if knowledge of characteristics of motivated children are included. The staff member (Community Dynamics Specialist) will be asked to approve the plan if there is any question of whether this knowledge is shown. The plan must include one section on motivation, one on creativity and must provide a unique presentation method for the actual inservice.

F. Parents who have completed the second area of study will begin the third area under the maintenance schedule generated in this proposal and will not show more than a 10% drop in attendance rates or a 10% increase in attrition.

Process Objectives.

#1. Each group as they select the third area of study will have the maintenance schedule explained to the group by the staff member present. This fact will be substantiated on the folder information.

#2. Each parent before the first meeting in the area of study will be supplied with a maintenance reward schedule by the Patrol secretary and parent initiator.

#3. Each meeting report form will be examined by the parent trainer to determine attendance and attrition rate for the group. A summary of this information will be submitted to the project director.

#4. 70% of the radio tapes and 70% of the newspaper articles will be retaped or rewritten as a secondary reward systen for the maintenance program. These will be approved by students at UW - GB and will be approved by local radio stations and newspapers.

G. By April 1, 1973 the project staff will have contacted school district administrators and at least one school board member and expressed the benefits of the project. Evaluation materials, meeting packs, and membership lists will be submitted to the school personnel. These contacts will be listed with names and reactions of the administrative personnel.

Process Objectives.

#1 By February 1, 1973, notebooks and membership lists will be compiled for all schools.

#2 By March 15, 1973, initial evaluation materials will be compiled to be released to the schools, administrators, and board members.

Evaluation.

A local assumption program chart will be developed to include the names of school contact, person or board member, to include the individual reaction, futher requests for information and a staff evaluation on progress in that school district.

H. 75% of parents in groups which have completed the second area of study will score at a minimum of 70% correctiveness on the attitude subsection and at an 80% level in the cognitive (vocabulary) subsection on a scale composed of judges decisions and parental norms.

Process Objectives.

#1. When a group completes the second area, the cards will be sent to the group leader by the Patrol secretary with the members names recorded. When cards are returned the names will be checked off and answers recorded on master sheets.

#2. All group information and figures will be reviewed by the project director.

Evaluation.

The judging system by professionals on all questions has been completed and as parent scores are recorded, norms will be set. On questions where 50% of the parents have recorded one answer different from the judges a weighing system will be used to determine final results.

I. By June 1, 1973, each meeting pack will have at least three assignments from which the parents can choose which will enhance their understanding of the meeting pack and which will include one observation of children, one art or craft activity with children and one research item.

Process Objectives.

#1. By December 1, 1972, Self Concept will have three assignment choices in each of the meeting packs approved by the Child Development Specialist.

#2. By January 15, Social Skills will have three assignment choices in each of the meeting packs approved by the Child Development Specialist.

#3. By March 1, Learning Experiences will have three assignment choices in each of the meeting packs approved by the Child Development Specialist.

#4. By April 15, Developmental Environment will have three assignment choices in each of the meeting packs approved by the Child Development Specialist.

#5. By June 1, Stimulation will have three assignment choices in each of the meeting packs approved by the Language Development Specialist.

Evaluation.

Each set of three assignment alternatives will be attached to the meeting packs and placed in the master notebooks held by the project director with the date of entry placed on the cover by the Child Development Specialist who has evaluated the assignment to determine that there is one in each catagory as listed.

J. 85% of the parents who have been in Patrol for three months by March 15, 1973 will fill out a parent survey which will be compiled by the Patrol staff and which will show 60% satisfaction with the project concepts of parent-child interactions, 70% who will state they have gained important information for use with their children and 75% who will give examples of changes made in their parent-child relationships as a result of the project.

Process Objectives.

#1. By December 15, a form will have been compiled by the parent trainer and project director which will measure the three items stated.

#2. By February 1, this form will have been shown to at least five (5) parent initiators by the parent trainer for their editorial comments.

#3. The final form will have been completed and mailed by February 20, to all groups, by the Patrol secretary, asking them to fill it out and return it to the Patrol office by March 5th.

Evaluation.

The 85% of parents can be evaluated by a simple count of the returns. Questions which ask about the concepts of the project, the information received, and the open-ended approach on examples will be factored out and counted individually to determine the exact levels of completion. The project director will be responsible for final evaluation compilation of the materials.

K. By June 1, 1973, 80% of all kindergarten teachers in the Cooperative Educational Service Agency #3 who filled out the original needs survey will have filled out and returned the same survey to the Patrol office where it will be compared to the original results to determine changes in total motivational levels of children on an individual school district basis.

Process Objectives.

#1. By January 1, 1973, listings of all teachers who originally filled out the survey will have been compiled by the Patrol secretary.

#2. By February 1, 1973, forms will have been mailed by the Patrol secretary to all teachers.

#3. On March 1, a reminder will be sent to any teachers who have not responded, by the Patrol secretary.

#4. By June 1, 1973, the project director will have compared the individual district information and made determinations by individual catagories as to changes in kindergarten classes where Patrol has been operating.

Evaluation.

This objective will be used to determine on a school district and community basis whether Patrol has had a community impact. Information from the original needs survey has been retained and can be used for comparison.

By comparing individual catagories one will be able to see if less children in Patrol classes are listed as "not motivated" than in non-Patrol school districts.

NARRATIVE (E) & (F)

OBJECTIVES	PROCEDURES	EVALUATION
a. Handbooks will be completed	The Child Development Specialist will complete general information sections for each area of study. These will be supplemented by information turned in by the individual group.	The date the handbook is distributed will be noted into individual group folders. Handbooks completed will be on file.
b. Evaluation of Patrol kindergarten children.	50% of Patrol kindergarten children will be evaluated in a scale generated by staff. They will be compared to a 10% sample of other children in the class and a 10% sample of children in a similiar school district.	A mean of the Patrol children will be equal to or above control groups.
c. Stimulation area of study.	The project staff will complete the area and all meeting packs. Project Director will OK the final copy.	Information will allow parents to develop three auditory, three visual and three tactile stimuli. Area will be on file.
d. Developmental Environment area of study.	Will be completed by staff by January 1, 1973.	Information in area will be placed on file with Project Director.

e. Kindergarten Inservice	With help from Community Dynamics Specialist all Kindergarten teachers will have developed inservice plans by April 1, 1973. These will be placed on file in Patrol office.	Must include a section on motivation, creativity, and provide a unique presentation technique i.e., other than lecture.
f. Maintain reward schedule.	Maintenance schedule will start with third area of study by a Patrol group.	No more than 10% drop in attendance or 10% raise in attrition rates will occur.
g. Contact with school personnel by project staff.	By April 1, project staff will contact school administrator and boards providing them with meeting packs, membership lists and evaluation results.	Names of contacts and reactions will be noted on a local assumptions progress chart.
h. Attitude scale results.	After the second area of study the third administration of scale will occur in a group. These will be totaled by the staff.	70% correct on attitude and 80% correct on cognitive according to judges decision and parental norms.
i. Choices in tasks in meeting packs.	Staff will develop alternate assignments for each meeting pack. All packs will be completed by June 1, 1973.	Each pack must include three tasks: One observation of children One art or craft activity One research item.

j. Parent survey form.	Staff will develop form and administer by March 15, 1973.	60% satisfaction with project concepts of parent-child interactions. 70% statements of gaining important information for their kids. 75% will give examples of changes made in parent-child relationships.
k. Kindergarten teachers original survey form.	June 1--all kindergarten teachers will complete the original survey form used in the needs assessment for Patrol.	Each teacher who completed first form must complete it the second time.

Narrative

SUMMARY

The preceeding narrative including the rationale, analysis of main objectives and the concept of the project shows accurately the point reached at the completion of the second year. At this time the model is approximately 90% completed with unfinished tasks in the areas of Stimulation and Developmental Environment and a thorough testing of the maintenance for group continuation.

The main tasks of the third year will be evaluation of children in kindergarten whose parents have been in the Patrol program.

The scheduled objectives for the third operational year will fulfill the requirements of tying together the program into a replicable model for use in other areas.

VI.

BUDGET

Part III.

BUDGET

By reviewing the budget one can see the goal of making this acceptable to local school districts. During this third year the Project Director, 1/2 time, Community Dynamics Specialist 3/10 time will be needed to complete evaluation requirements, and for completing the model. In the local assumption year the only professional staff will be Parent Trainer, Language and Child Development Specialists.

All evaluation and printing monies will not be needed. Rent, audits, etc., will be under the CESA 3 agency or other administrative body.

The budget for this third year conforms to objectives and will allow complete wrap-up of the project.

LOCAL SUPPORT

The six (6) participating school districts are being requested to supplement the project in the third year by supplying funds for toys and pre-school educational materials.

Each district is being charged for the amount of tokens earned by those groups now operating. Estimated expenditure is an average of $25.00 per family with ranges from $5.00 to $40.00.

A contract has been sent to each district by the coordinator of Cooperative Educational Services Agency #3. In-coming monies will be handled through regular C.E.S.A. #3 channels.

VII.

APPENDIX

Foundations

Attendance at first 3 meetings	10
Attendance at next 3 meetings	7
Attendance at last 2 meetings	5
Excused absence	2
Fathers attendance-Not signed, as guests	10
Both mother & father signing Bonus of	25
Bringing guest	2
Recruiting new member	15
Regular assignment	5
Conducting a meeting	15
T.V. or radio interviews	10
making or designing a toy, book or furniture- (See special instructions)	10
Special projects - their choice (approved by staff)	10
Serving as hostess	5
Miscellaneous	
Writing articles for newspapers	10
Visiting Motivation Central for Sp. meeting	10
Becoming an Initiator	50
Reading & reporting on a Book, (See special instructions)	8
Reading & reporting on articles (See special instructions)	4
Attending meeting, lectures, conferences, that relate to Patrol.	8
Designing special notebook, scrapbook, recording keepind device (Value based on project)	
Catch up sheets -by assignment completed.	

1st Area of Study for a group

General

Becoming an initiator	50
Hostessing a meeting	5
Bringing guest	2
Recruiting new member (1st and 2nd meeting)	25
After this	10
Conducting a meeting	10
Father as guest	5
Both mother and father signing Bonus of	25

Attendance

As of original goal - can be modified

100% group attendance	10 (each)
100% group attendance (including excused)	8 "
75% group attendance	7 "
75% group attendance (including excused)	6 "
50% group attendance	5 "
50% group attendance (including excused)	4 "
25% group attendance	3 "
25% group attendance (including excused)	1 "

Writing news articles	7
Making toys, books, etc. (See instructions)	
Books and magazines articles (See instructions)	
To be determined by initiator at each meeting.	10

2nd Area of Study

General

Conducting a meeting	5
Recruiting a new member - 1st and 2nd meeting	20
After this	10
Father attending as a guest	3
Mother and father signing Bonus of	20
Attendance - as is	
Toys, books, etc. - See instructions	____
Books, magazines, etc., as is - see instructions	____
Per meeting - to be determined by initiator	20

3rd Area of Study

General

Conducting a meeting	5
Recruiting a new member - 1st and second meeting	10
After this	5
Father attending	3
Mother and father signing	15
Attendance -- to be determined	
To be determined by initiator	20

Book Reports

Books about children, how to raise them, handle their problems and make them successful are numerous. If you add to these books about medicine, special problem areas and parent responses the list becomes quite long.

The object of Patrol in reading books is to give the members of your group an idea of the information contained in them. To obtain 8 tokens you should:

1) Be the first one in your group to have read the book.
2) Report on it at a meeting.
3) Make a card showing title, author and a few sentences about the book for others to look at.

To earn 5 tokens:

1) Also read the book (not the first in the group).
2) Check the card and make additional comments.

Articles

Articles in magazines, newspapers or journals are also important. The same system should be followed as shown in the section on books. However, if possible we would encourage bringing to the group a copy of the article for others to read.

4 tokens

Making toys, books, or furniture

Play is the work of the young child. When he begins playing he needs things to play with. Blocks, sticks, stones, games - all kinds of items help him. To bring a new toy from the store is exciting and wonderful, but you have all heard about or had a child who had more fun with the boxes and paper than with the toy. As parents you also have heard the most feared cry of the mothers and dads "There's nothing to do."

To a child toys are something to play with. Parents can do a lot to stimulate the child by showing him how things are made.

Think of a book. We all know that reading is important for kids. When a child sees a book, its printed, has a cover, with pictures and works which you read to him. Now think of sitting down with balnk pieces of paper, and having the child or you think up a story. Then kou draw or find pictures that fit and put words with them. You are building from the gottom. The increased understanding of books for the child is unbelievable. He knows about books!

Children also do things at different ages and react uniquely to items. Therefore, in order to get the most benefit for the child out of the toys, books, and furniture at different ages, we ask you to do the following for your 10 tokens.

1) Make the toy with the child or children.
2) Write down the aim of the toy and the age of the child.
3) Put down the child's reaction as you are making the toy and when it is done.
4) Put donw his reaction to the same toy after two weeks.

Turn the cards into the initiator and if possible bring in the toy, book or furniture for others to see. If not describe it at the meeting!

In this way, your children will have the real gains from toys - seeing how they are made, understanding what they can do and <u>Having you do it with them</u>.

INITIATOR REWARD SYSTEM

Foundations

Reason	Token Amount
Becoming An Initiator	50
Reaching initial goal of _____ families	50
Reaching mazimum capacity for group (not to exceed 20 parents)	25
Each person on waiting list.	10
Attending Initiator Training Classes	15
Attendance at meetings - 50%	5
- 75%	10
- 90%	20
% of Fathers attending - 10-25%	5
- 25-50%	10
- 50-100%.	20
Each meeting completed (Including reports)	10
Completing special reports requested by staff	10
Each newspaper report, picture or radio report which you supply and is used	10
Miscellaneous	____
Recruiting initiator and forming group of at least 3 members	100
Assignment completions for meeting, doing task, extra assignments also count according to Parent reward schedule	____
Getting another member to hold a meeting.	5

This is a partial list, which can be changed or added to.

Co-initiators share equally in rewards other than parent rewards.

INITIATOR REWARD SYSTEM

1st Area of Study

Reason	Token Amount
Becoming an initiator	50
Reaching initial goal of _____ families	50
Reaching maximum capacity for group (not to exceed 20 parents)	25
Each person on waiting list	10
Attending Initiator training classes	10
Attendance at meetings - 50%	5
- 75%	10
- 90%	20
% of fathers attending - 10-25%	5
- 25-50%	10
- 50-100%	20
Each meeting completed (including reports)	10
Each newspaper report, picture or radio report which you supply and is used	5
Miscellaneous	____
Recruiting initiator and forming group of at least 3 members	100
Assignment completions for meeting, doing task, extra assignments also count according to parent reward schedule.	____

This is a partial list, which can be changed or added to.

Co-initiators share equally in rewards other than parent rewards.

INITIATOR REWARD SYSTEM

2nd Area of Study

Becoming an initiator		50
Reaching initial goal of ____ families		50
Reaching maximum capacity for group (not to exceed 20 parents)		25
Each person on waiting list		10
Attending Initiator training classes		10
Attendance at meetings average / 3 months	- 50%	20
	- 75%	45
	- 90%	100
% fathers attending average 3 months	- 10-25%	20
	- 25-60%	45
	- 60-100%	100
Each meeting completed (including reports)		10
Each newspaper report, picture or radio report which you supply and is used		5
Miscellaneous		____
Recruiting initiator and forming group of at least 3 members		100
Assignment completions for meeting, doing task, extra assignments also count according to parent reward schedule		
Maintaining average group membership for 3 months (as agreed upon with staff)		25

INITIATOR REWARD SYSTEM

3rd Area of Study

Becoming an initiator		50
Reaching initial goal of ____ families		50
Reaching maximum capacity for group (Not to exceed 20 parents)		15
Attending Initiator training classes		10
Attendance at meetings average / 3 months	- 50%	10
	- 75%	25
	- 90%	60
% fathers attending average 3 months	- 10-25%	20
	- 25-60%	45
	- 60-100%	100
Each meeting completed (including reports)		5
Each newspaper report, picture or radio report which you supply and is used		5
Miscellaneous		____
Assignment completions for meeting, doing task, extra assignments also count according to parent reward schedule.		
Maintaining average group membership for 3 months (as agreed upon with staff)		25